



Tim Roufs, [\[link\]](#) Brisbane, Australia, 2017

f2024 [GC PRE-TERM MEMOS Module](#)

f2024 [Syllabus](#) [\[link\]](#)

f2024 [Simple Syllabus](#) [\[link\]](#)

Welcome!

General Orientation to the Course

I'm looking forward to Getting Underway.

If you haven't read my memos . . .

[Greetings! Information on Textbook and Other Things](#) [\[link\]](#)

(Sunday, 11 August 2024) f2024

[GC Week 1b memo Modular Tips](#) [\[link\]](#)

(Friday, 16 August 2024) f2024

. . . please do that as they contain useful and important information about the course that should make your life much easier.

These are not required reading, but it would be a good idea to read them anyway. (That's a lot of stuff to read, but the "stuff" lightens up after next week.)

Before we get started next week it would be a good idea to have a look at the basic way course materials will appear in your Canvas Modules folder. Basically the information will look like this:

| COURSE CONTENT | |
|--------------------------|--|
| approx. % of total | Course Item |
| | <u>Text Readings</u> |
| | <u>Slides</u> |
| | <u>Videos</u> |
| 13.2% | <u>On-line Discussions (@ 18 points)</u> . . . including your personal experience ... |
| 1.3% | <u>In-the-News Reports</u> (18 points) |
| 52.8% | *<u>Exams</u> |
| (26.4 %) | <u>Midterm Exam</u> (400 points) |
| (26.4 %) | <u>Final Exam</u> (400 points) |
| 34.0% | <u>Research Project</u> . . . leading to an . . . |
| (1.3%) | <u>Informal Preliminary Proposal</u> (18 points) |
| (1.3%) | <u>Abstract (Executive Summary) and Working Bibliography</u> (18 points) |
| (6.3%) | <u>On-line Presentation to the Class</u> (for up to 100 points) |
| (25.2%) | <u>Term Paper</u> (for up to 400 points) |
| P/N | Completion of All Requirements |
| var. | <u>Extra Credit Opportunities are Available</u> . . . on a topic of your choice related to the course |
| 101.3% | (including rounding error) *PLEASE NOTE: Both the Midterm Exam and Final Exam are open-book/open-notes essay exams largely created by question recommendations you and your classmates make as part of the class Discussions. So there should be very little work and effort spent on memorizing facts, other than, perhaps, where to go to find the information you are looking for. |

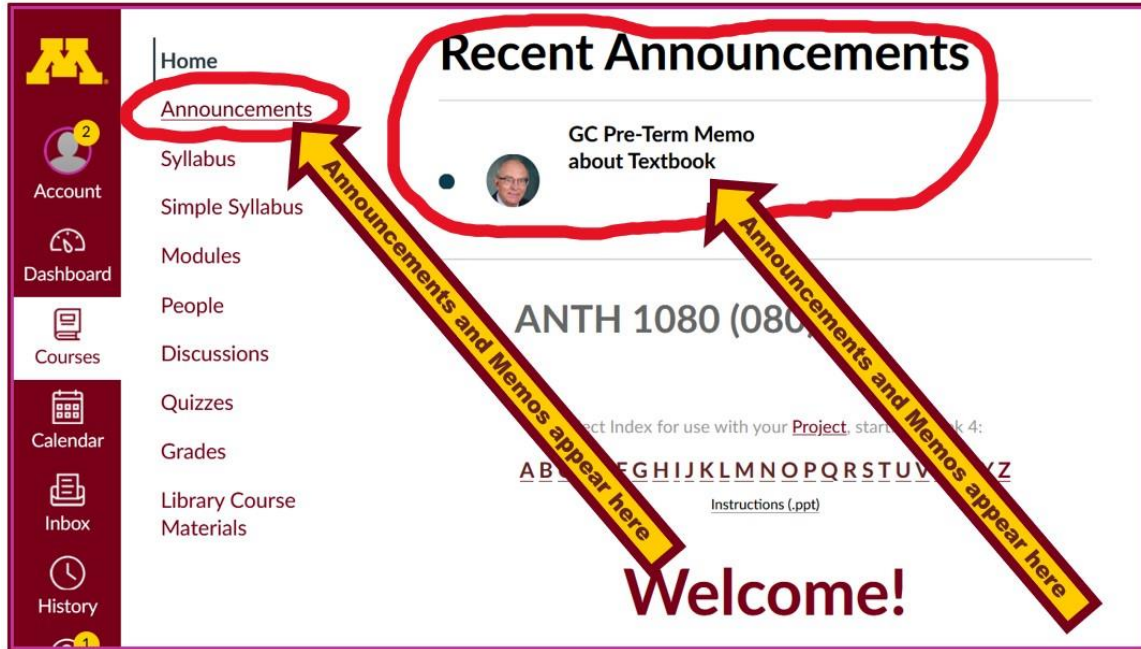
Announcements and Memos

With these occasional announcements and memos, including a weekly “Sunday

Memo”, you will receive a .pdf memo like this one in your UM e-mail account (usually something like *name@d.umn.edu*), and it will be available in your Canvas folder in two places . . . at the top of your Canvas “Home Page” and in your “Announcements” folder.

REM: Links on screenshots are not “hot” (active)

When the semester starts the links on the memos will be “hot” (active) and they will take you to more detailed information.



These weekly memos contain useful and timely information, so pay careful attention to them.

In the “Greetings!” Memo I mentioned **“Tomorrow’s headlines. . . . We’ll soon see what the future brings in global cultures.”**

In the News (brief review)

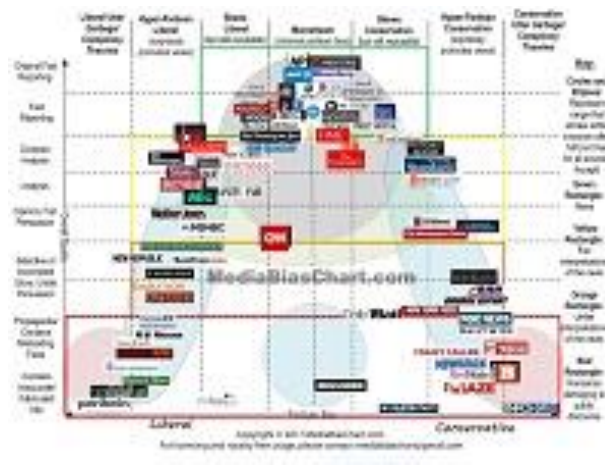
In the “Greetings!” memo I also mentioned that interest in Understanding Global Cultures has never been higher, or more important. We will be exploring relevant news issues throughout the semester, often including a **“What’s in the News?”** feature

each week. You will be responsible for the equivalent of one five minute written report during the semester, so **sometimes in the next week** have a look at the countries that will be featured in the “What’s in the News?” segments of the class, and sign up for a country in your class [Google Drive In-the-News Sign-up Sheet](#) f2024. More information can be found on the **Canvas “In the News Report” Page.**

(Sometimes folks get ideas for their term **Research Project** by looking at news items the ones that will be suggested throughout the semester.)

***Disclosure:** Items selected from on-line news sources will under normal circumstances be limited to sources classified as legitimate “News” (the green rectangle on the chart) and “*Fair Interpretations of the News*” (the yellow rectangle on the chart) by the authors of the Media Bias Chart below.

Media Bias Chart



There is a link to a larger chart at the bottom of the “Home Page” of your

We’ll be exploring many aspects of global cultures—cultural, spiritual, social, political, psychological, historical, prehistorical, recreational, economic, technological, ethical, and the like—so stay tuned.

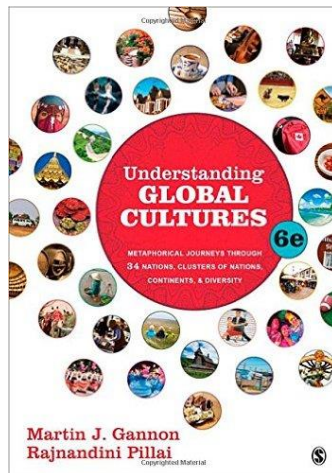
REM: Textbook

If you haven’t ordered your textbook yet, it’s time to do that.

Detailed information on the textbook is included in your Canvas folder.

The text is *Understanding Global Cultures: Metaphorical Journeys Through 34 Nations, Clusters of Nations, Continents, and Diversity, Sixth Edition*

(Thousand Oaks, CA: SAGE Publications, 2015)



by Martin J. Gannon, Professor, California State University San Marcos
Professor Emeritus, Robert H. Smith School of Business, University of Maryland, and Rajnandini (Raj) Pillai,
Professor, California State University San Marcos, (SAGE Publications, Thousand Oaks, CA, 2015).

(It's expensive, so consider renting one, or buy a used copy;
exams are open-book, so you should have a copy. We are using this text next semester in both
ANTH 1080 Global Cultures and in ANTH 3635 Anthropology of Europe. And students from last
semester may have books for sale or loan.)

AN IMPORTANT NOTE ON THE EXAMS

Keep in mind that, **the exams will be open-book essays constructed from a list of study questions that you help create**, so it would be a good idea for you to have your own copy of the text to use in the exams.

For the exams you should normally just need to read the books *carefully* and be able to discuss them *intelligently*. That is, you should read these as if you had picked it/them up at an airport or neighborhood bookshop because you were interested in the subject and wanted to know more about it, like literally millions of people are doing in everyday life.

PLEASE ALSO NOTE WHAT I MENTIONED EARLIER:

Some students are used to principally memorizing facts in classes. This class is not one where that is the focus. It is about investigating new topics, reading, listening, synthesizing ideas, thinking, exploring, and becoming familiar enough with the various subjects, peoples and places to carry on an intelligent conversation in modern-day society.

In short, this class aims to give you practice in critical thinking, and even creativity, avoiding rote memorization if possible.

Critical thinking, involving **evaluation** and **synthesis**, has long been regarded as essential for success in the modern-day world. In recent years, actually for two decades, **creativity** has also become central to success, and "process skills" vital to creativity. Process skills involve "strategies to reframe challenges and extrapolate and transform information, and to accept and deal with ambiguity" (Pappano, "Learning to Think Outside the Box," [The New York Times Education Life](#), 9 February 2014, 8). Laura Pappano, writer in residence at Wellesley Center for Women at Wellesley College, points out that "In 2010 'creativity' was the factor most crucial for success found in an I.B.M. survey of 1,500 chief executives in 33 industries. These days 'creative' is the most used buzzword in LinkedIn profiles two years running" (2014, 8). It still is. They still are.

With all of the class materials **you will be expected to share your ideas and comments with others** in the Class *Discussions* and wikis.

It is not accidental that **TAPS, Canada's leading Beer Magazine**—in fact it's *THE BEER MAGAZINE*—long ago featured [an item on the class goals in an editorial](#) (Winter 2011-2012, p. 2). At least one major international Editor in Chief thinks these goals of the course are worth noting and imitating.

THANKS / QUESTIONS? / COMMENTS ...

If you have any questions or comments right now, please do not hesitate to let me know. My [troufs e-mail](#) and stable [troufs ZOOM Links to an external site](#) links are conveniently located throughout the course materials for your convenience. Use them. (E-mail is fastest, and most generally best as quite often URLs need be sent.)

Best Wishes,

Tim Roufs

<<http://www.d.umn.edu/~troufs/>>
<<https://umn.zoom.us/my/troufs>>
<[other contact information](#)>